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THEORETICAL ASPECTS OF COPING STRATEGIES STUDY*

In article based on a thorough analysis of classical and modern foreign and domestic literature examines the notion of coping strategies, approaches to the understanding of coping. Theoretically proved that coping is an individual way to interact with the situation according to its own logic, psychological capabilities and its importance in human life, the level of development of coping resources provides a successful adaptation to stress. From the analysis of theoretical literature, we saw that the uncertainty of events to humans might arise from objectively defined parameters of the situation and its subjective interpretation that is associated with the personal characteristics of the person, lack of experience or skills in this type of life events.

The significance of the research question in a pedagogical context is to help the teenager to better adapt to the demands of the situation, allowing him to possess her, to repay the action stressful situation, creative process and become an active subject.

Introduction. For coping with stressful situations, the person throughout his life produces the so-called coping strategies — a system of purposeful behavior on the conscious mastery of the situation to reduce the harmful effects of stress. The concept of “coping” was introduced by the American psychologist Abraham Maslow [1], study of the problem of coping behavior was continued by researchers such as R. Lazarus and S. Folkman [2], P. Costa and R. McCrae [3]. The main approaches to understanding coping behavior are predominantly developed by foreign researchers (S. M. Miller, Green M. L. [4], Amirchan J. [5], Frydenberg E., Lewis R. [6], etc.).

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Research scientists considered the problem in the study of the personality and way of life (L. I. Antsyferova [7] Libin A. V. [8]). Also the study of various aspects of the problem of coping behavior is devoted to work Demina L.D [9], Nartovoa-Bochaver S.K. [10], Chasova S.A. [11], Sirota N.A. [12], Nabiullina R. R., the I. V. Tuktarova [13], etc. The Idea that the active development of coping strategies adolescence is the period during expressed Tishkova M. [14]. In the Republic of Kazakhstan in the research of coping-strategies do Abdeeva S. B., Schmidt M. A., Korneeva A. D. [15], Dergacheva E. V. [16], etc. While domestic researchers more focus on the issues of studying the peculiarities of coping strategies of the subjects of the different professional activities, the development of effective coping strategies in the students.

The concept of coping strategies of behavior. Building on the idea expressed by X. Hekhausen that “the peculiarities of the situation... largely determine the behavior than the disposition of the subject” [17], it can be assumed that any stressful situation is having on the person a significant influence, and especially susceptible teenagers because many emotional and sensual manifestations of his psyche: the sense of justice, love, friendship, hatred, etc. Here we agree with the opinion of L. I. Antsyferova that their research indicates that behavior is largely determined not objectively given situation, and her subjective evaluation and perception, however, cannot be objective indicators of the situation, which are reflected in subjective representations of teenage children [18].

The problem of coping as an individual way of interaction of the person with difficult life situations started to be introduced in the second half of the twentieth century. The term “coping” was proposed by Abraham Maslow [1], and the etymology of the concepts originated from an English word “to cope” — to cope, to overcome. Russian scholars translate it as coping behavior and psychological coping.

Initially, the concept of “coping behavior” is used in the framework of the psychology of stress, and was defined as the sum of the

cognitive and behavioral efforts expended by the individual to reduce the effect of stressful situations. Currently, according to the statement of S. K. Nartova-Bochavar, being freely used in various works, the concept “coping” is reviewing a broad spectrum of human activity — from various kinds of mechanisms of psychological protection prior to a focused “coping behavior” [10], in response to recent studies “coping” refers to cognitive, emotional and behavioural attempts to cope with specific requirements, which is measured as strain or exceed the resources of the person.

In our opinion, coping is an individual way to interact with the situation according to its own logic, psychological capabilities and its significance in human life.

In line with recent national surveys the main objective of coping is to maintain and ensure the welfare of the individual, mental and physical health [18].

Approaches to understanding coping. To understand the “coping” traditionally several different approaches. The first approach neopsychoanalytic. Coping processes are considered as ego-processes aimed at effective adaptation of the personality in difficult situations. The functioning of the coping process involves the incorporation of cognitive, moral, social and motivational structures of personality in the process of coping with the problem. In the event of failure of the individual to adequately deal with the problem included the protective mechanisms contributing to passive adaptation. Such mechanisms are defined as rigid, maladaptive ways of coping with the problem preventing adequate orientation of the individual in reality. In other words, coping and defense operate under the same ego-processes, but are multi-directional mechanisms to overcome problems [10].

The second approach defines coping as a personality, allowing the use of relatively permanent responses to a stressful situation. In line with this approach, A. R. Billings and Moos there are three ways of coping with a stressful situation:

1) coping focused on assessment: overcoming stress, including trying to determine the value of the situation and to enact certain strategies: logical analysis, cognitive reappraisal;

2) coping focused on problem — coping with stress, having to modify, reduce or eliminate the source of stress;

3) coping focused on emotions, overcoming stress, including cognitive, behavioral efforts by which man tries to reduce emotional stress and maintain affective equilibrium [5].

In the third approach coping emerges as a dynamic process that is determined by the subjective experiences of the situation and many other factors. In this approach, psychological overcoming as cognitive and behavioral efforts personality, aimed at reducing the impact of stress were identified by R. Lazarus and S. Folkman [2]. The active form of coping behavior, active bridging the purposeful elimination or weakening of the influence of a stressful situation. Passive coping behavior, overcoming, or passive, involves the use of various Arsenal of psychological defense mechanisms aimed at reducing emotional tension, not to change the stressful situation [2].

Fairly recently, researchers concerned with the coping strategies of advanced and backward adolescents, when looking at the coping by adhering to the so-called resource approach. Resource-based approach emphasizes that there is a process of “allocation of resources”, which explains the fact that some people are able to maintain health and adapt, despite different life circumstances [14, P. 132].

In the framework of the resource approach consider a wide range of resources, both environmental (availability of instrumental, moral and emotional support from the social environment) and personal (skills and abilities of the individual). Hobfoll offers a theory of resource conservation, which considers two classes of resources: material, social, or related to values. So, for example, M. Seligman as the main resource in coping with stress examines the optimism. Other researchers as one of the resources used in-

fluencing coping strategies, offer the construct of “resilience” [13, P. 162].

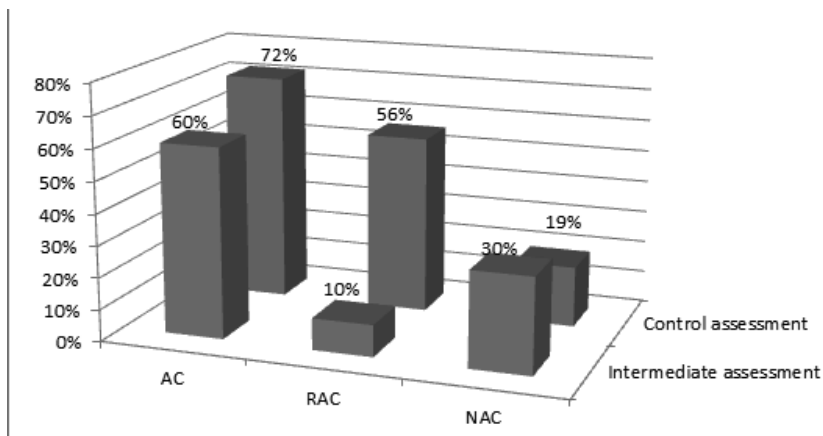
The construct of self-efficacy developed by A. Bandura, also can be regarded as an important resource influencing copymove behavior. By E. Frydenberg, with self-efficacy related cognitive processes that relate to internal beliefs about their own coping abilities. This belief in man emphasizes the ability to “Central” organization and use of own resources and the ability to obtain resources from the environment [14, P. 341].

The distinguishing feature of the modern approach to understanding coping behavior is the transfer of consideration of the problems of coping on a wider range of situations, not only extreme, but also subjectively meaningful. So S. K. Nartova-Bochaver says that “over time, the concept of coping “broke off” from the perspective of extreme conditions and was successfully applied to describe the behavior of people at a pivotal life moments, and then — in the context of chronic stressors and everyday reality” [10, P. 22].

From a pedagogical point of view, the concept “coping” is new and is a whole direction of new research. Pedagogical context of coping, namely the specificity and peculiarities of the event, interacting with students in the process of overcoming, are able to influence the process of coping.

The study of coping strategies of adolescents. Our research using the methodology of psychological diagnostics of coping-mechanisms of A. Heim, designed to identify 26 situational-specific coping options.

Comparing the percentages of intermediate and control sections performed in the experimental group by the method of psychological diagnostics of coping mechanisms A. Heim, we can observe that the percentage of the adapting coping strategies of experimental group learners (9 “B” class), on the basis of the control of the slice increased by 12 % in comparison with indicators of the initial slice; indicator relatively adapting coping strategies increased by 46 %. In turn, the percentage of not adapting coping strategies of behavior decreased by 11 % (figure).



Comparative chart of the intermediate indicators and control sections performed in the experimental group by the method of A. Heim: where

AS — adapting strategy; RAS — relatively adapting strategy;

NAS — not adapting strategy

Conclusions. The increase of percentages of adapting and relatively adapting coping strategies and a decrease in not adapting coping strategies this group of students, and the acquisition of the main characteristics of the system of purposeful behavior on the conscious mastery of the situation to reduce the harmful effects of stress, says about the effectiveness of the application, the compiled program on the formation of adapting coping strategies and the need for further study of the problem, and develop a methodological framework for its application.

Everyone is faced with situations subjectively experienced as difficult, which violate its point of comfort. Very often, the experience of these situations changes the perception of the surrounding world, and, therefore, to him, brings depression, dissatisfaction with himself and life. The consequences can be dangerous for the person and for society: deviant and suicidal behavior, various forms of mental disorders, etc. The process of overcoming difficult life events in teaching science is often described as coping or coping behavior. The study stands at

the junction of two Sciences. Undoubtedly, a significant base of formation approaches implemented psychological science, however, the prospects for further research can provide pedagogical science.

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